

Colonialism in Africa DBQ Lesson Plan

Activity 1: Hook. Hint: Pre-arrange desks into groups of 4.

1. Opening: (5- 10 mins TOPS) Review Middle Eastern Traders and why they were going to Southern and Eastern Asia. Discuss Marco Polo's diaries sparked European exploration. Explain the EQ (What was the Driving Force Behind European Imperialism in Africa.) Introduce the vocab words Imperialism and Colonialism. (Refer to Anchor chart!)
2. Give out squares of the political cartoon. Have students get into groups based upon the number on the back of the political cartoon.
3. Students are to look at their square together. They are to discuss the details of the picture. What do they see? How are they dressed? What are they doing? What do you think the people are thinking about or feeling judging on facial expressions? (include other prompts.) Note: the more political cartoon analysis we do, the less we will have to prompt them. Remember, we are training them now!
4. Have them go back into their groups and piece their photo together. Have them discuss the political cartoon and the meaning. What is the purpose of drawing the cartoon? What message is the artist trying to convey?
5. Formative assessment: Have students write 1 paragraph explaining the political cartoon.

Activity 2: Scramble for Africa Simulation. See instructions in the simulation packet on page 3 and 4 (below)

Activity 3: Background essays. Hint: Pre-arrange desks into pairs.

1. Opening: review the purpose of European exploration and the need to create colonies along the coast. Give directions on reading "Imperialism and Colonialism Pt 1 and 2" and that they need to read the selection, then discuss/answer the questions together.
2. SAVE the 3rd: "Colonialism: Its Effects on Africa" for later!!!
3. Formative Assignment: Have students write 1 paragraph on Ethnocentrism and how that influenced how lines were drawn during the Berlin Conference and one paragraph on how Ethnocentrism influenced the attitude and/or treatment of the Africans by the Europeans.

Activity 4: Document Based Documents. Hint: Pre-arrange desks into quads

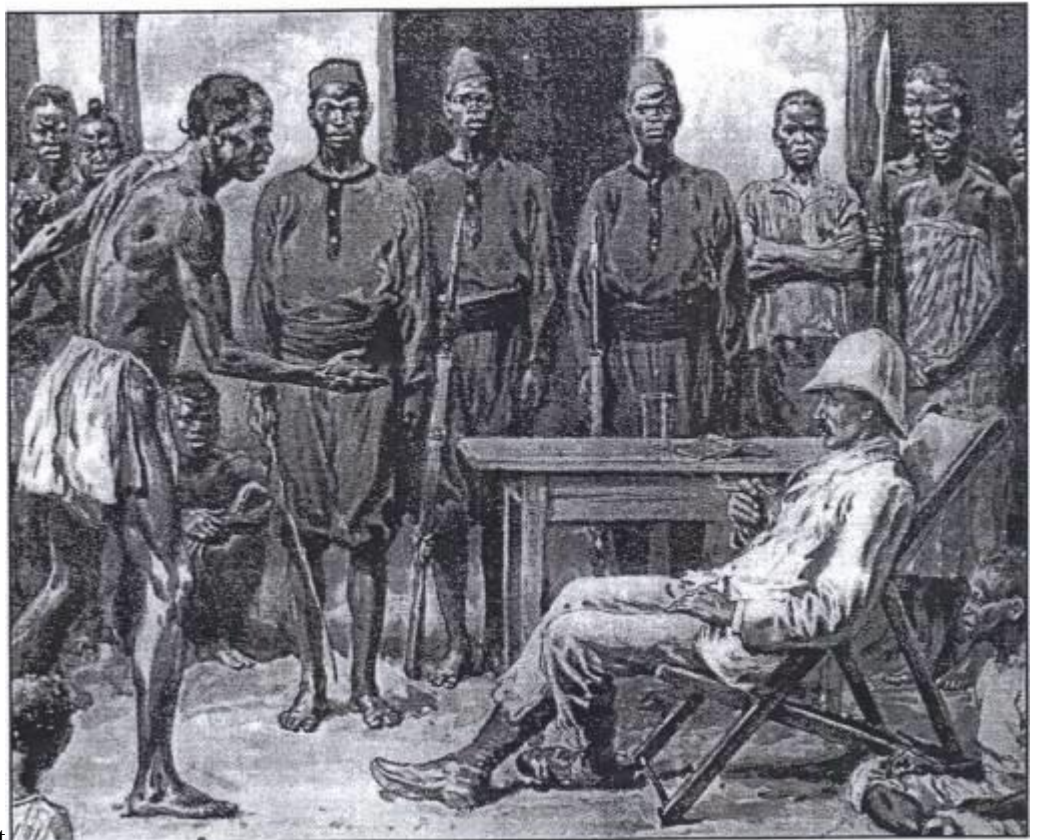
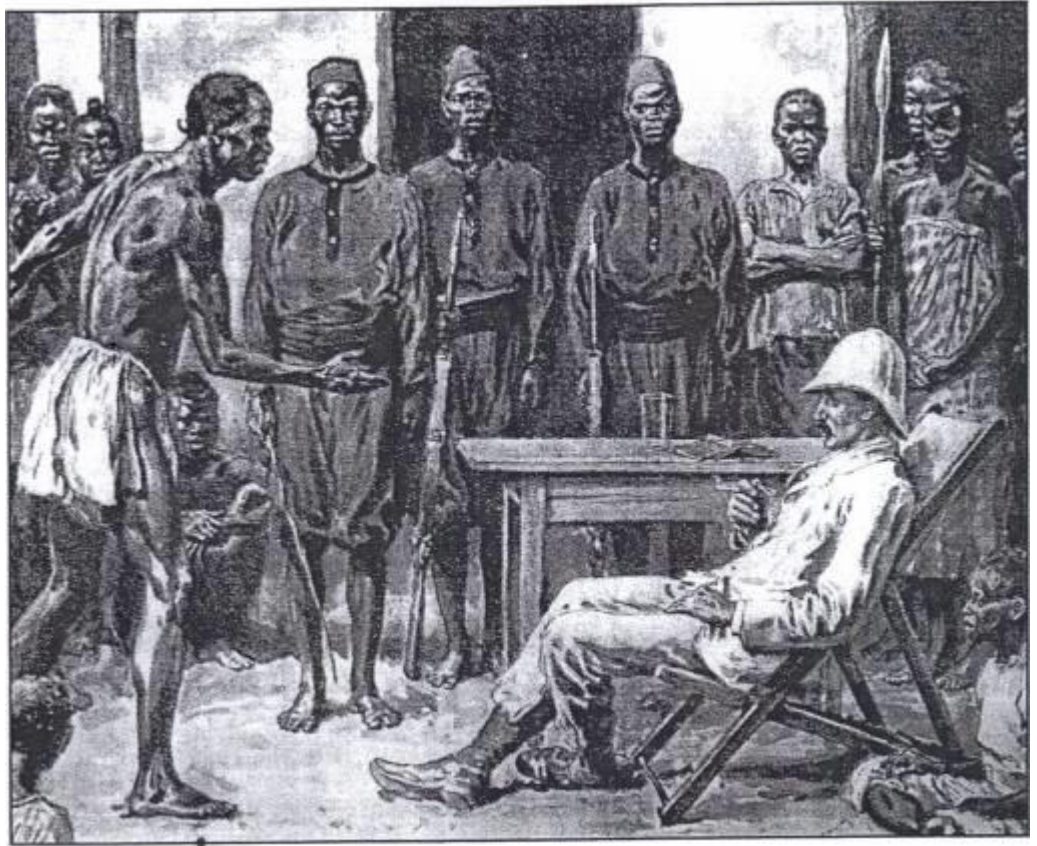
1. Opening: Review the economic reasons for colonizing Africa and the "strategies" of European countries claiming the land that they claimed. Give directions on the activity.
2. Students will receive in their folder cut up paragraphs and documents that they refer to. (The letter on the back of the paragraph refers to document title letter. They are to each read their paragraph to themselves, then to each other, then all read document.
3. Students are to determine the importance of their paragraph and how it relates to the document.
4. Students are to answer the questions together. (1 sheet for all group members)
5. Repeat for other 2 documents.
6. Formative Assignment: Write 1-2 paragraphs about the economic reasons the Europeans claimed the land they did. Cite (refer to) specific inventions or products and the natural resources that would be needed to create the invention or product. Include the import/export results.

Activity 5: Background Essay: Pros and Cons of Colonialism and wrap up activity. Hint: Put in Pairs

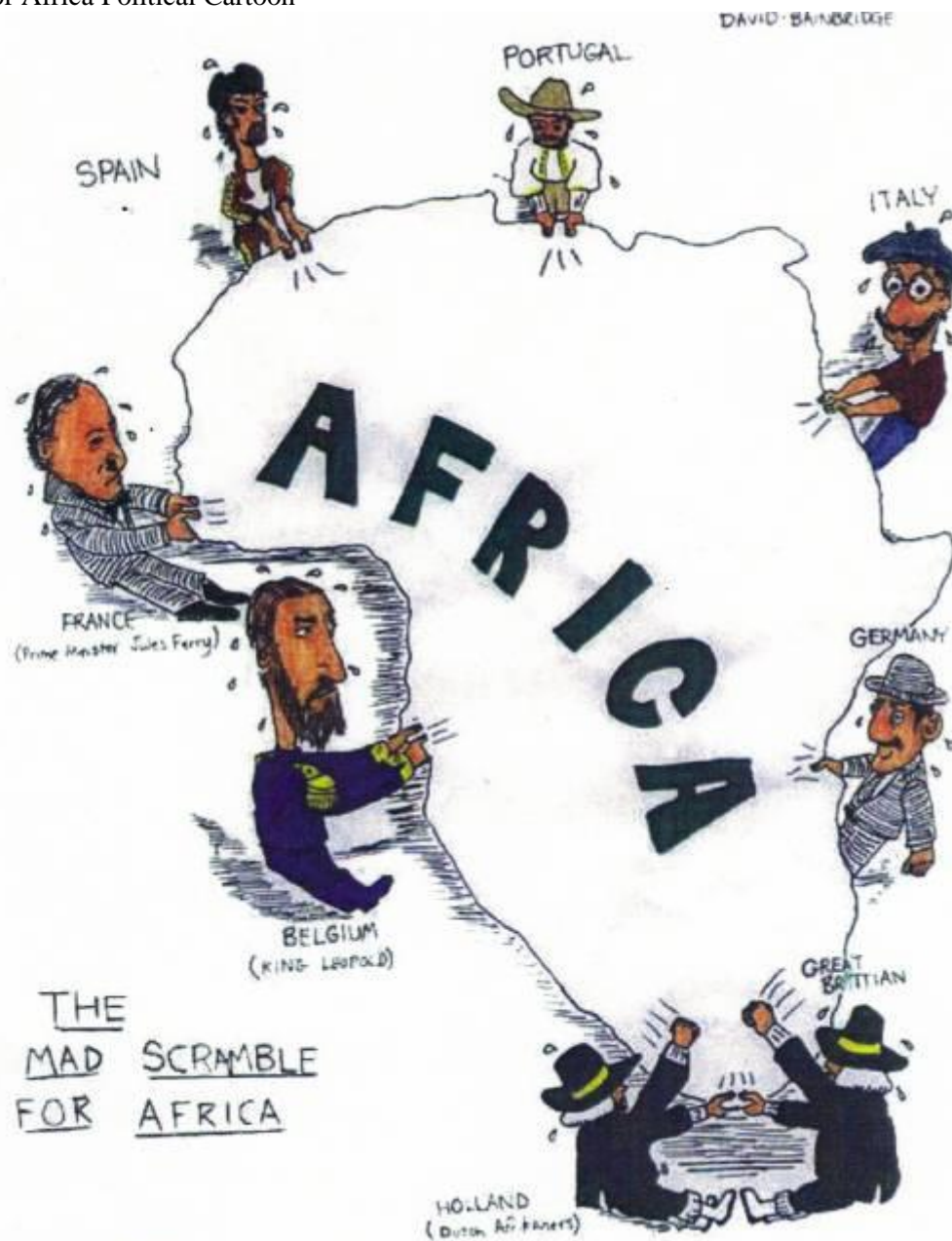
1. Review all of the positives and negatives of colonization for the Europeans. Create a Pro/con T chart on the board as students give examples.
2. Give directions for last activity: Students are to read "Colonialism: It's effects on Africa" independently with "silent questions/notes."
3. Students are to use the graphic organizer given with the 8 prompts of what the Europeans brought to Africa. Students are to evaluate and write the positives and negatives for Africans for each.
4. Formative assignment: Students are to answer the two questions together, then write it down in paragraph form. (1-2 paragraphs)

Summative assignment: The Essay on Colonialism.

Students are to take their paragraphs from the week and create an essay. Students will independently rearrange their paragraphs in an order that makes sense to them and use it as a rough draft. When students are creating their final product, they are to add transition sentences and a conclusion paragraph.



Scramble for Africa Political Cartoon



SIMULATION: SCRAMBLE FOR AFRICA

Directions: Divide the class into groups of four students each. Provide each group with one map of Africa, seven colored markers (brown, red, blue, green, orange, purple and yellow) and a 1" X 1/2" rectangle cut from a note card. The markers will be used to color portions of the map as each country claims territory and the rectangle will be used to determine the area acquired. In each group, one student will represent Britain throughout the simulation and will use the red marker. A second student in each group will represent France throughout the simulation and will use the blue marker. The remaining two students will collaborate in representing Portugal in the first two rounds and use the brown marker. These two students will separate during the third round. One will represent Belgium (green marker) and Spain (purple marker) and the other will represent Germany (orange marker) and Italy (yellow marker). The simulation specifies the order in which each country establishes port facilities/colonial claims and the amount of territory to be acquired. The student representing that country will decide the location of the new port/colony and will use the appropriate marker to color the territory.

ROUND 1 - 1500 to 1815 Africa has many powerful kingdoms that would be difficult to conquer and European countries are uninterested in African colonies at this time. The power of the Ottoman Empire (north coast of Africa) and Ethiopia make those areas unavailable for European acquisition.

Portugal - You are the first to explore the coast of Africa. You have little interest in Africa itself because your major interest is trade with Asia. Therefore, you are looking for port locations which will facilitate your ships traveling around Africa to Asia. Place six brown dots on the map to signify the locations where you establish your facilities.

Dutch - The Dutch settlement of the southern tip of Africa has important historical ramifications but is largely irrelevant to this simulation so it has been ignored.

Britain and France - You have little interest in Africa itself because your primary concern is for your American colonies and your trade with India. You see Africa as a trade route to India and as a source for slaves to work on sugar, cotton and tobacco plantations in the Americas. Britain places four red dots and France places 4 blue dots at port locations which will facilitate the collection of slaves or trade with India. Britain and France alternate placing their dots with Britain going first and each can take one Portuguese port if they choose to do so.

ROUND 2 - 1815 to 1875 Africa continues to have many powerful kingdoms but European countries only need to control the coastline and river mouths to have trade access to the natural resources of the interior. The Ottoman Empire (north coast between ports) and Ethiopia continue to be unavailable for European acquisition.

Portugal - You are becoming more interested in trade with Africans so you expand your influence around your ports. Color a 1/2" length of the coast adjacent to four of your ports brown.

Britain and France - You are experiencing the Industrial Revolution so you are now more interested in Africa for its natural resources and as a place to establish settlements. You also have worldwide trade networks and you want to protect your trade routes to Asia. Since you want to avoid diplomatic tension or war in Europe, you will not take territory too close to that of another European country. Britain and France alternate coloring four 1/2 inch strips of coast in their color (red or blue) on the map at locations that secure natural resources, allow for settlement and protect trade routes. This territory could be adjacent to the ports you already have or in new areas. Since France is more interested in European affairs, her territory should come primarily in the northern half of Africa.

ROUND 3 - 1875 to 1895 No restrictions on available territory. Colonial claims must have a port or coast to start from or be extensions of territories already controlled.

Britain - You want to secure the Suez Canal route to India so you take over Egypt. Color a 1" square of red on Egypt.

Belgium - You came into the race late because you are a small country which only got its independence in 1830. However, you are highly industrialized and desirous of African natural resources. Your weakness as a power will restrict you to only one colony but if you act fast you can grab some valuable territory before the major powers catch on. Color an area equal to about 1" square green at one location that is not already claimed.

Germany - You came into the game late because you were not even a unified country until 1871. You have emerged as the major military power in Europe, you are very industrialized and you are interested in developing your world trade. You desire African colonies for their natural resources and for

ports that will support your trade. Your pride as a major power demands that you have colonies like the other major powers and that upstart Belgium has just grabbed a chunk of territory. You had better act fast. Color three areas on the map orange (each area being about 1" by 1/2") to secure resources and ports.

Britain and France - Whoa! Where did these newcomers come from gobbling up territory. If we don't act fast they will take territory we want and the intense competition could lead to war. We would like to link up our scattered colonies for defensive purposes and to enable us to build railroads which would facilitate the transportation of the natural resources. Britain and France alternate choosing four areas (about 1" by 1/2" each) and coloring them red and blue, respectively.

Spain - You have come to Africa later than the other major colonizers because you have spent most of your earlier efforts in Central and South America. You are a weak country which is primarily interested in areas that would be close to Spain. Color two areas (about 1" by 1/2") not already acquired purple.

Italy - You come into the race last and have to take what is left. Color four areas not already acquired (about 1" by 1/2") yellow.

CONCLUSIONS

What factors did you consider in acquiring territories?

What factors were totally ignored in your decisions?

Your decisions created colonial boundaries that will eventually become the borders of African countries. What problems have you created in these African countries by dividing up Africa based on European needs and concerns rather than African ones?

Document C

Source: Information drawn from various sources..

Note: The Industrial Revolution led to many discoveries and inventions that helped Europeans to take over Africa.

Technological Development (Date Invented)	Use and Significance
Steam engine (1787) first used in boats; (1804) first used in locomotives	A more constant and forceful source of power than sails on ships or horse-drawn carriages. Steam engines powered ships and railroads.
Method of getting quinine from cinchona tree bark (1820)	Treatment for the disease malaria
Electric telegraph (1837)	Communication over long distances
Bessemer process (1855)	Quicker and cheaper method of manufacturing steel, which was lighter and more durable than iron
Maxim gun (1884)	First machine gun
Repeating rifle (late 1800s)	A faster-loading gun that was able to fire multiple shots more accurately than older muskets

EV

Document Analysis

1. During which century was most of the technology in this chart invented?
2. Which technological advancement cured a tropical disease? Which of the technological developments gave European armies an advantage over African armies?
3. Which of the inventions do you think would have been the most important for spreading European influence in Africa?
4. How could this document be used to explain the primary cause of European imperialism in Africa?
5. Are technological factors more of a primary cause of European imperialism in Africa than political reasons or national pride?

Document D

Source: Information drawn from various sources.

Selected African Colonies and Their Exports

African Colony (European Colonizer)	Resources Exported	Industrial or Economic Use
Angola (Portugal)	cotton palm oil and palm-kernel oil coffee and sugar	fabrics soap and candles; some food products food processing
Congo Free State (King Leopold of Belgium)	rubber palm oil and palm-kernel oil ivory	waterproof clothes, tires, electrical insulation soap and candles; some food products handles, piano keys, billiard balls
French West Africa (France)	gum palm oil and palm-kernel oil cotton peanuts, bananas, coffee, cocoa	cosmetics, drugs, food products soap and candles; some food products fabrics food processing
Rhodesia (Great Britain)	copper zinc lead coal	coins, metal alloys, electrical wiring metal alloys, rust protection metal alloys, ammunition fuel
South Africa (Great Britain)	gold diamonds	banking, national currencies, jewelry jewelry, industrial cutting tools
Tanganyika (Germany)	sisal coffee rubber cotton	rope and twine food processing waterproof clothes, tires, electrical insulation fabrics

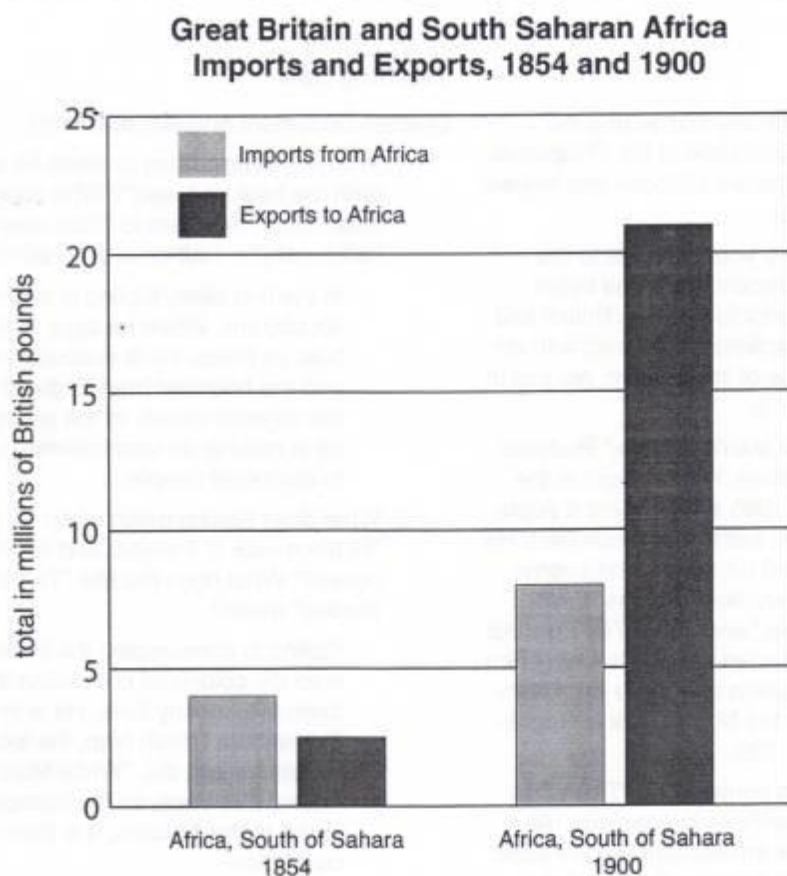
EV

Document Analysis

1. What European industries benefited from African resources?
2. If you owned a textile mill, which colony or colonies would you want your country to rule? Explain.
3. Which European country do you think had the most valuable colonies? Why?
4. How could this document be used to explain the primary cause of European imperialism in Africa?
5. Are trade and markets more important reasons for European imperialism in Africa than politics and nationalism or technology?

Document E

Source: Trevor Owen Lloyd, *The British Empire: 1558-1995*, 1996.



EV

Document Analysis

1. How much money did Great Britain make from exports to South Saharan Africa in 1854? In 1900?
2. Describe the difference between Great Britain's imports from and exports to Africa in 1854 and 1900. Which experienced a higher rate of growth?
3. According to this chart, what benefit is Great Britain deriving from its African colonies?
4. How could this document be used to explain an important cause of European imperialism in Africa?
5. Are economic factors more of a driving force behind European imperialism than national pride? Than improved technology?

Advanced Social Studies

Purpose: A deeper look in colonialism, the 4 types of ruling governments, and how it influenced the governments of Africa today!

Essential Question: How did ethnocentrism and the type of governments the colonist set up in Africa influence many of the problems and issues that African countries are dealing with today?

Standards: CG1: Compare and contrast forms of gov't: Unitary vs Federal/Autocracy vs oligarchy

H1: Analyze continuity and change: Background leading to issues today, why Europeans colonized, what resources were they after, why the partitioning.

H1A: Europeans establish boundaries, the consequences of European actions, factors contributing to \ war and conflict.

Step 1: Read Imperialism and Colonialism Pt 1.

1. Explain how Ethnocentrism played a part in the slavery in the US and the colonization of Africa.
2. How did this influence how gov'ts were set up/established?
3. How did this feed to the general treatment of the African people in Africa?
4. Explain the importance of "Christianizing" the Africans. How did this keep the African's under European control?
5. Explain the need for land (Imperialism)
 - a. Politically: Territory
 - b. Economically:
 - c. Culturally
6. How did this help Europeans and keep them stronger and in control.

Step 2: Read Imperialism and Colonialism Pt 2

Indirect Rule	Direct Rule	Company Rule	Indirect Company Rule
Like Georgia was ruled by a Royal Governor when a colony of Great Britain.	If the US enforces the US laws on a Pacific island. They don't have their own laws.	What it would be like if Microsoft ruled the US and paid the US gov't out of it's profits. Only the gov't and Microsoft are rich, the general people are low paid employees of Microsoft	If Microsoft went to an island and started ruling. They modeled their gov't structure after the US's gov't structure.

Draw an illustration (like my colonialism poster) demonstrating the division of gov't, who has the power, and the role of the people.

Indirect Rule	Direct Rule	Company Rule	Indirect Company Rule
7.	8.	9.	10.

11. Explain how Indirect rule is like a Federal Autocracy.
12. Explain how direct rule is like a Unitary Autocracy.
13. Explain how company Rule is like a Unitary Autocracy.
14. Explain how indirect company rule is like a Unitary Oligarchy

15. Explain how the 4 types of colonialism had an influence on the type of governments that most African countries have today!

16. Why do most African countries have trouble establishing democratic gov'ts?

Pt 3: Read Colonialism: Its Effects on Africa

When the Europeans established colonies in Africa, they also brought European modernization to Africa. The Europeans wished to continue their European lifestyle in Africa. They also felt it was their “moral duty” to “civilize” the Africans. Listed below are some of the European effects on Africa. State how European influence could be a positive or a negative. Be prepared to debate if colonialism was a good or bad thing!!!

Event	Positives for Africans	Negatives for Africans
17. Europeans took land and called it their own.		
18. Europeans needed human capital (cheap labor)		
19. Europeans taxed Africans to pay for WWII damages		
20. Europeans established plantations and forced them to plant cash crops		
21. Europeans introduced western medicine and healthcare		
22. Europeans established roads between towns and villages		
23. Europeans started educating the people in math, science, and European languages		
24. Europeans built railroads		
25. Europeans put in water pipes, sewage systems, and electricity. Eventually telephones		
26. Europeans introduced Christianity		
27. Created official countries instead of the tribal boundaries that often changed.		

28. What would Africa be like today if it were not for the modernizations that the Europeans brought? Explain why you think the way you do...

29. Do you think that colonialism (as bad of a thing it may have been) has led to a better life for Africans today? (Was it a 100% bad thing or did it have some bright spots). Explain why you think the way you do...

30. Compare colonialism of Africa to the Mandate System in the Middle East.

Similarities of Africa and Mandate System in ME.	Differences of Africa and Mandate System in ME.

Complete for homework if not finished in class! Be prepared to discuss and debate!!! You will have to defend your position!

Regular Social Studies

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Step 2: Read Imperialism and Colonialism Pt 2

Indirect Rule	Direct Rule	Company Rule	Indirect Company Rule
Like Georgia was ruled by a Royal Governor when a colony of Great Britain.	If the US enforces the US laws on a Pacific island. They don't have their own laws.	What it would be like if Microsoft ruled the US and paid the US gov't out of it's profits. Only the gov't and Microsoft are rich, the general people are low paid employees of Microsoft	If Microsoft went to an island and started ruling. They modeled their gov't structure after the US's gov't structure.

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16. Why do most African countries have trouble establishing democratic gov'ts? _____

Pt 3: Colonialism: Its Effects on Africa

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Africans. Listed below are some of the European effects on Africa. State how European influence could be a positive or a negative. Be prepared to debate if colonialism was a good or bad thing!!!

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26. Do you think that colonialism (as bad of a thing it may have been) has led to a better life for Africans today? (Was it a 100% bad thing or did it have some bright spots). Explain why you think the way you do... _____

Imperialism and Colonialism in Africa, Part 1, 1880–1914

Imperialism—the exercise of power by a state beyond its boundaries

Colonialism—a form of imperialism; the administrative control by a state over other people

The transatlantic slave trade helped Europe in starting the Industrial Revolution. Slaving was part of the massive overseas trade, which brought money to European economic development and brought Europe into world dominance. Europe became so dominant that it was able to colonize Africa in the late nineteenth/early twentieth century.

European imperialism and colonization in Africa can be divided into two phases. Phase I constituted the actual conquest and partition of Africa by the European powers. The largest of these powers were France and Britain, controlling about two-thirds of the African continent. The other major European powers who contended for African territory were Belgium, Germany, Italy, Portugal, and Spain. This phase is also known as “the scramble for Africa.” Phase II consisted of the actual control over the African people. The establishment of a system of political and economic control was known as colonialism. For Africa and the Africans, this period in their history is a continuation of the slave trade period, because the Europeans once again exploited the African people. It was, however, a different type of exploitation. The Europeans not only took away their land, but they also employed them as cheap labor in the exploitation of their own natural resources, all of which benefited the European countries, rather than the Africans themselves.

There were three reasons for Europeans to explore the African continent, which eventually led to the colonization of Africa: scientific interest, the spread of Christianity, and imperialism. The nineteenth century in Europe was an age of curiosity for unknown lands, in particular Asia and Africa.

The late eighteenth and nineteenth centuries also brought about the rise of a new belief, called **ethnocentrism**, among the European people. It is a belief whereby one group of people feels superior to other groups of people, due primarily to cultural differences. This belief was prevalent among the Europeans who believed that the Africans were inferior and “uncivilized,” because they were not technologically advanced and still lived in “primitive” ways. It was their duty to “civilize” the Africans, and hence they felt it their right to take over Africa. This belief goes hand-in-hand with the idea of spreading Christianity throughout



This political cartoon depicts the Imperialistic view that Europeans could easily dominate Africa.

Africa and converting the Africans in the process. This process of Christianization of the Africans was, in fact, part of the European ideology of “civilizing” them. The Christian missionaries set up schools and churches, teaching them the English language and Christian ways.

The third motivating factor was imperialism. Imperialism took on many forms, in terms of political, economic, and cultural claims. Politically, the European powers wanted power and prestige. Wealth in terms of territorial gains meant power, and the more territory a country controlled, the more powerful it was. Territorial control was also advantageous during wars. It gave the country geopolitical or strategic advantages elsewhere in the world. During the nineteenth century, the British and the French patrolled the coastlines as part of the anti-slavery movements. They appointed consuls who gained influence among the African communities. Economically, Africa was rich in resources and cheap labor. Merchant-adventurers were drawn to the riches of Africa and could attain personal wealth and prestige. The cultural aspect of imperialism has to do, once again, with the ethnocentric view of the European people. The Europeans felt it was their duty to “civilize” the Africans.

Consequently, the traders, the missionaries, and the consuls gained and extended imperial influence along the coastal communities in Africa, in the name of trading goods, in the name of security and protection, and in the name of God. The merchant-adventurers urged their respective governments to secure colonies that would serve as sources for raw materials and markets for manufactured goods. The European leaders started responding more positively by the 1880s, leading to the “scramble for Africa.” The Africans themselves were so dependent on the Europeans for overseas trade that they had not thought to create a resistance, nor did they know of the consequences it might create.

International rivalry between the French and the British heralded the scramble in West Africa for the control over the Niger basin and the acquisition of the coastal territories during the 1880s. Meanwhile, the Germans, acting as middlemen, staked out East and Southwest Africa. The Congo basin was raged over by four countries: Belgium, France, Britain, and Portugal. An agreement was reached among all the European powers in 1884–1885 at the Berlin Conference. It was a formalization of the colonial rule. At the conference, all the European powers met and partitioned Africa with the purpose to avoid future conflict among the European powers. King Leopold II of Belgium got the Congo Basin—the Congo Free State. Germany received East Africa (German East Africa or Tanganyika—modern Tanzania, Rwanda, and Burundi), Togoland, Cameroon, and Southwest Africa (Namibia). Portugal laid claims on Angola and Mozambique. Britain gained South Africa (including Rhodesia), Nigeria, the Gold Coast, and lands from Egypt to Kenya (including Egypt, Sudan, Kenya, and Uganda). France got Madagascar and most of West Africa. France had already occupied Algeria. Spain held Western Sahara and Spanish Guinea, while Italy received Lybia and Somaliland. The only two independent areas were Liberia and Ethiopia. Hence the period from 1880 to 1914 can be described as a period of conquest and establishing “presence” in Africa.

Imperialism and Colonialism in Africa, Part 2, 1914–1945

African boundaries, established at the end of World War I, changed after World War II when Germany lost the war. The German territories were divided between France (Togoland), Britain (East Africa), and Belgium (Rwanda and Burundi).

The European powers established different types of rule in governing their colonies, depending on what their intentions were with their colonies. There were four approaches employed by the colonial powers: indirect rule, direct rule, company rule, and indirect company rule.

Indirect rule, first implemented by Lord Lugard in Nigeria and used by the British in West Africa, consisted of keeping the African power structure and making it a part of the colonial administration. If there was no local power structure, then new tribes and chiefs were created. The local leaders had to follow the colonial rules in return for protection, salaries, and gifts. The leaders were responsible for collecting taxes, providing cheap labor, and reporting back to the governor of the colony. The governor was an official appointed by the British government. The intent of the British was not to destroy the African structure and culture. They went to Africa to share their skills and values.

The French, Portuguese, and Germans preferred the system of **direct rule**. They imposed their rule onto the Africans. No powers were given to the Africans. The colonial government was made up of European officials or African officials appointed by the respective European governments. Each colonial territory was administrated by a governor-general.

Company rule was exercised by the Belgians. The Congo Free State was the personal domain of King Leopold II of Belgium, and his rule is known as the most brutal of all colonial rules. He gave Belgian businesses free access to the Congo, who administered the colony and exploited the mineral and human resources. The treatment of the Africans was so harsh that the Belgian government took possession of the territory in 1908, when it became known as the Belgian Congo. However, the Belgian businesses still ruled the colony.

Indirect company rule was adopted in Northern and Southern Rhodesia (now Zimbabwe and Zambia). It was implemented by a British entrepreneur, called Rhodes. In 1888, he set up his own private company, the British South Africa Company, after he acquired control of the gold and diamond resources of the area. Between 1890 and 1923, he and his company set up a colonial administration using the British system of indirect rule. In 1923, the company colony became self-governing and the white settler residents ran the administration, free from the control of the British government.



Lord Lugard

Colonialism: Its Effects on Africa

The colonial powers adopted economic policies and practices that would destroy, rather than help, Africa economically, politically, and culturally in the future. The effects of colonialism, in fact, destroyed Africa's traditional lifestyles and culture. The European powers did not have Africa's interests in mind. They were only concerned with their own interests. The negative effects of colonialism became evident after the independence of many African countries.



Africans were forced to accept and serve the Europeans who came to establish colonies in Africa.

The economic policies adopted by the European powers were several.

1. The colonial governments took much of the land away from the Africans for personal or commercial use, such as mining and large commercial farms. The Europeans took the best land and called it their own. It was Belgium and Britain in Central, East, and South Africa who were primarily responsible for this practice—the Belgians in Congo and the British in Kenya and South Africa. Because Central, East, and South Africa had pleasant climates and fertile soil for agriculture, the British and Belgians started to settle and immigrate into these areas.
2. Since the European powers needed manpower to manage their farms and mining companies, they used Africans as cheap labor. The Africans, either having lost their lands or not able to live off their lands, began to move to the towns, farms, or mines in search of work. The working conditions were horrible, often involving corporal punishment, and the wages were low, partially given in the form of cash and partially as food rations.
3. The colonial governments also needed money to pay for running these overseas governments and for services for the settler communities. Their mother countries in Europe gave the colonial governments little financial help, and so they needed to increase their capital by taxing the local Africans. This became a problem after World War II, when Europe was devastated and broke. Taxing the Africans went hand in hand with the use of African labor. Since taxes had to be paid in European currency, the Africans were indirectly forced to work for the Europeans in order to obtain the cash for paying the taxes. The result was that more and more Africans were forced to work for the Europeans.
4. Because of the loss of manpower after the two world wars, the European colonial powers started a new policy of forced labor, starting in the 1920s. Africans were recruited to work and sent to towns, farms, and mines. The results were many: African men were separated from their families, since only the men were used; villages lacked the manpower for food production, which led to famine; male homosexuality and female

prostitution increased among the African communities in the towns; and there was alienation from traditional village life, which led to the declining power of the village chiefs. In addition, immigrant laborers from Asia were employed by the Europeans, who were responsible for the local economy. This created tension between the Africans and the foreign immigrants.

5. The Europeans also changed the economic structure of African society. They introduced commercial or cash crops to meet the industrial demands in their home countries. Cocoa, coffee, tea, and cotton were produced on a large scale, and minerals were mined extensively. This resulted in neglecting the production of food for basic living. In turn, this neglect led to famine among many Africans. In short, the Europeans changed the economy from one where basic foods were produced to an economy based on the production of a few cash crops. All the crops produced were then exported to the home countries at the prices set by the colonies. In addition, there were few colonies that allowed Africans to grow these cash crops for their own benefit. Moreover, trade was not allowed between Africans. As a result, the Africans became producers of cash crops and minerals, which were exported to Europe.
6. The colonial powers had no plans to industrialize or aid in the modernization of Africa. Africa produced the raw materials, which were exported to Europe, re-exported to Africa as final products, and sold at high prices, which the Africans could not afford to pay.

Who benefited, then, from colonialism? Did it help or hurt the Africans? Many will admit that there were many negative results for the Africans, such as the following: resource depletion; labor exploitation; unfair taxation; lack of industrialization; dependence on cash crop economy; no trade allowed; the fragmentation of traditional African society, culture, and values; retarded political development; and ethnic rivalries within countries, since the boundaries were the ones set by Europeans. However, without colonialism, Africa would still today be behind the rest of the world in many areas. Some historians claim that there were some positive results.

1. Western medicine was introduced, which aided in the growth of the African population.
2. Formal education was introduced, which helped broaden the African outlook.
3. Africa's infrastructure was based on the European one with regard to the road system, railway, water, electricity, and communication systems.
4. The introduction of Christianity promoted literacy and health care through the work of missionaries. It created a basis for all Africans to come together and assist one another. Christianity made African spirituality simpler, such as in issues concerning life after death and the quest for salvation. There was no need for sacrifices and rituals, which were traditionally required. It made individual progress possible because it destroyed the traditional fabric of the African community.
5. The boundaries, as established by the different colonial powers, made state formation easier in the process of independence.